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ABSTRACT

The Cherry Creek School district (Englewood, Colorado) is a growing district of 37,000 students in the Denver area. The 1988 Colorado State School Finance Act required district-set proficiencies (standards), and forced agreement on a set of values for student knowledge and skills. State-adopted standards added additional requirements for the district. Cherry Creek has a high graduation rate, low dropout rate, and generally high average test scores, so that these externally imposed standards were not met with great enthusiasm. However, staffs have embraced positive features of the standards and are working toward a high level of student proficiency on these standards. The political background in the state and area is traced, and the way Cherry Creek met requirements, making the standards their own is described. Teachers and administrators are invested in the standard system because they feel it is their own. A guiding principle in Cherry Creek is student growth over time, data that is not provided by most state assessment programs. Cherry Creek realizes that it must control its own local assessment plan, for it cannot depend on the state to provide the information needed to plan interventions in a timely manner. Furthermore, each state legislative session will probably bring revisions to the state plan. Seven attachments present supplemental information about Cherry Creek's standards, beginning with the district student achievement objectives, and including some sample assessment items. (SLD)

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Standard Setting that Honors and Validates Professional Teacher Judgment

Subtitle: A Tenuous Titanic Tale of Testy Testing and Titillating Touchstones
[A Screen Play with an Unknown Number of Acts]

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April 1998

Trust, but Verify:

Standard Setting That Honors and Validates Professional Teacher Judgment

Subtitle: A Tenuous Titanic Tale of Testy Testing and Titillating Touchstones
[A Screen Play with an Unknown Number of Acts]

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Paper Presented at Session 15.34
Setting Performance Standards at the Local Level: Tales from the Front
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San Diego, CA

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MKM
Englewood, Colorado
March 1998

The content of this paper is solely the opinion of the author and does not represent official position of the Cherry Creek School District or Board policy. No official support by the Cherry Creek Schools is intended or should be inferred.

Dr. M. Kevin Matter
March 1998

Mr. James Cameron
#1 Truly Titanic Hit Avenue
Hollywood, CA 98765-4321

Dear Mr. Cameron:

I have enclosed for your consideration a draft of a screenplay that has the potential to surpass *Titanic* in gross--revenue that is. Across our great country, state governments and local school districts--prodded by state and federal officials, with the backing of thousands of parents--have already spent millions of dollars on this concept. Major profit has yet to be realized across the board--one reason for this letter. With an extremely large established base in place, I believe the concept has huge profit potential, given proper marketing, and improved casting and scenery.

By now you are probably wondering what *is* this concept. In the leading role is an unproven, but highly touted star--**Standards-Based Education**, with a strong supporting cast of **Standard-Setting** and **Multiple Assessments**. While the concept has potentially huge profits, so far most attempts have met with limited success, primarily because implementation has been fragmented, incomplete, and non-systematic. For a successful run, a large budget is required--with which I am sure you can identify. Success requires more than defining content standards and setting performance level standards. Budgeted time and funds for thorough and continuous training of all of the extras (i.e., teachers and principals) are critical for a successful product that enhances the quality of life for the millions of current and future customers -- students, parents, higher education, and employers.

By now I am sure that you see the tremendous potential for this concept. I look forward to constructive discussions with you, as well as forming a partnership to transform this concept into a successful, long-running attraction.

Sincerely,

M. Kevin Matter

M. Kevin Matter, Ph.D.

Enc.

PROLOGUE

Setting

The Cherry Creek Schools is a growing, 37,000 student suburban Denver district. Historic core values include a decentralized, site-based decision-making philosophy of "agreement on ends and flexibility on means." The 1988 State School Finance Act required district-developed proficiencies (standards), and forced agreement on a set of valued student knowledge and skills. State-adopted standards added additional "content" requirements.

Cherry Creek has a high graduation rate, low dropout rate, and generally high average test scores (ACT, SAT, and ITBS/PLAN). Thus, adoption and integration of these "externally" imposed standards were not met with a lot of initial enthusiasm. However, staffs have embraced the positive features of standards and have rapidly moved into ensuring implementation of the content standards in instruction, and high levels of student proficiency on the standards.

Characters

Everyone is a character, only some are more than others.

Time

Now. Not enough. Too much (on state testing process).

Location

Colorado. But probably coming soon to a district near you.

Synopsis

Can local control and standards survive in the new age of accountability and national-international comparisons?

ACT I

Scene 1 -- July 1997

Technology Rules: E-mail, Voice Messages, and Phone Conversations

Joe Hansen and Kevin Matter discuss a proposal for a 1998 Division H AERA symposium on standard setting. Several practitioners from around the country are interested in sharing their experiences about practical issues in establishing performance standards at a local level to assess progress toward meeting local, state, and national standards. Cherry Creek has used a deliberate, teacher- and principal-involved process to craft standards and define performance levels, and develop an assessment system focused on student performance improvement on district standards. Will new political and community pressures force changes in priority or the decision-making process in the Cherry Creek Schools?

Scene 2 -- August 1997

Board Conference Room at Cherry Creek Schools, Board Study Session

Assessment and Evaluation Office staff present the completed *1997 Performance Improvement Report* to the Board of Education. The report summarizes status on the **District Student Achievement Objectives** (see Attachment 1), including the percent of students at the various performance levels (Advanced, Proficient, Basic, Prebasic) on the reading, writing, and mathematics proficiencies (standards). [Refer to Attachment 2 for a sample.] The performance ratings are made by teachers at the end of the year, using predefined descriptions of the performance levels (see Attachment 3). Teachers determine proficiency status by rating a student's typical, consistent performance, using multiple pieces of evidence. They compare student performance against the descriptions of performance, using exemplars of student work, benchmarks, or other indicators that are consistent for all students.

Scene 3 -- September 1997

Mission Viejo Elementary School, Board of Education Meeting

The Board of Education, principals, and Curriculum Coordinating Council receive a copy of the *Comprehensive Assessment Plan (CAP)* draft for

review and discussion. [Refer to Attachment 4 for a summary of the *CAP*.] The *CAP*'s **Guiding Principals** and proposed assessment plan for 2001-02 stress a balanced set of measures that provide district, state, and national perspectives on student performance. The major purposes of assessment are defined as **Improvement of Student Learning**, **Improvement of Instructional Programs**, and **Public Accountability, Confidence, and Support**. No single assessment result determines student proficiency, or ensures inclusion in or exclusion from special programs. The major emphasis is on student growth and gain over time, using multiple indicators. The informed professional judgment of teachers is the foundation of educational decision making for individual students. Standardized, districtwide assessments provide information for teachers to use in calibrating their judgments with others, and provide corroborating evidence for proficiency ratings (see Attachment 5).

Scene 4 -- September 1997

Doubletree Hotel, Denver

The Colorado Department of Education (CDE) and Colorado Association of School Executives (CASE) sponsor a workshop for superintendents and assessment staff on strategies for communicating the results of the spring 1997 grade 4 *Colorado Student Assessment Program (CSAP)*. The message to communicate through the media to parents and community:

> *Bad is Good! The CSAP results will be low, but that is expected for a baseline year. Everyone will perform higher in spring of 1998.*

The "bad is good" message is problematic and a challenge to present convincingly to the media. Although the CSAP is new, reading and writing are **not** new content areas for instruction. Also, less than 70 instructional days are available between the release date for the 1997 results and the 1998 CSAP administration. Therefore, any score changes in 1998 are probably only random variation and cannot be attributed to instructional or curricular modifications based on the 1997 results.

The November 13 statewide CSAP release date is after the elections. However, controversy remains on the issue of when districts will receive their CSAP reports. Will they need to release the results before November 13 because of open records laws? What to do, what to do?

Scene 5 -- September and October 1997

Assessment Offices Throughout Colorado

Editorials and letters to the editor in the *Denver Post* and *Rocky Mountain News* portend low scores on the CSAP. Everyone is expecting the worst. Some writers note that the groups setting the cut-points for the performance levels were comprised of teachers and educators (HORROR!), and rumors abound about revisions of the cut-points based upon low student performance on the test.

Scene 6 -- November 1997

Trails West Elementary School, Board of Education Meeting

The Cherry Creek Board of Education approves an *Accountability and Accreditation Contract*, which is submitted to the State Board of Education. This contract, when approved by the State Board, becomes the guiding document for the process and procedures by which the District accredits each school, to meet State statutes and rules.

ACT II

Scene 1 -- Flashback: Ten years earlier

State Capital Building in Denver, and Schools / Central Administration Offices

The 1988 School Finance Act mandates local boards' adoption of proficiencies in language arts, mathematics, and science. During the 1999-91 school year, Cherry Creek develops proficiencies in these areas. A Proficiencies Steering Committee drafts an implementation plan, as well as a plan to assess student status on the proficiencies. Baseline proficiency data are collected in the spring of 1992 at grades 3-12 in language arts, mathematics, and science.

Scene 2 -- Spring 1993

State Capital Building, Denver

House Bill 93-1313 mandates district adoption of standards that meet or

exceed the State's model content standards. A State testing plan is included in the bill, which calls for matrix sampling of students and subjects and a phase-in over 3-5 years of grades and areas tested.

Scene 3 -- 1994 through 1996

Cherry Creek School District, Schools and Central Administration Offices

Cherry Creek staff review and, if necessary, revise their proficiencies to meet or exceed the State Content Standards. District staffs develop a plan to assess student performance on their proficiencies and report status to parents and the community, using the definition of assessment in the law (i.e., assessment means the methods used to collect evidence of what a student knows or is able to do). In Cherry Creek, locally-developed criterion-referenced and performance assessments have been given for more than fifteen years. These tests had low stakes for students and schools; thus, the tests were given, but the results were not systematically used for performance improvement.

The process used to set *performance standards* (which more clearly define and communicate levels of student performance) builds upon Cherry Creek's historical efforts in assessment and embodies the district's most valued philosophies. This standard setting process is more critical than the development of the standards because this culminates in high stake repercussions for states, districts, and/or students. Although a generic standard setting process can be defined, the critical definitions of performance levels must be unique and acceptable to the audience and focus of the standards. Thus, *a district should use a standard setting process that blends well with their values, history, philosophy, and community.*

Consistent with District philosophy and practice, the process developed to "assess" student performance on the Cherry Creek standards is based on informed, professional teacher judgment, using data from multiple sources. Although the results from any test can inform this judgment process, the results by themselves do not determine student proficiency status. This "proficiency assessment" system was conceptualized in the late 1980's, prior to the emergence of the most recent testing and accountability era.

In spring of 1995, Cherry Creek begins using the *Achievement Level Tests (ALT)*. Assessment and Information Systems staff begin initial discussions on an integrated database, with the support and backing of Instructional Division

leadership. Assessment and Evaluation (A&E) Office staff reports preliminary analyses on the relationship of student scores on specific tests to student "proficiency" status as determined by teachers. This process produces overlapping performance bands that generally validate and corroborate the holistic teachers' judgment. The intent is to refine yearly the score range that describes a specific performance level (e.g., Basic), as additional data are collected. Teachers and principals receive reports of "outliers" or atypical patterns or relationships, so these anomalies can be investigated and resolved. A&E staff proposes this "performance bands" structure after an unsuccessful attempt using a more systematic, bookmarking-style process. Teachers were unable to examine the *ALT* Reading test and scale and define a range that describes performance on that test for a particular level (e.g., Basic).

Scene 4 -- Flash Forward to Spring 1998

CCSD Assessment and Evaluation Office

A&E staff drafts a form for teachers to use in making proficiency ratings. The format incorporates multiple validations and describes the ranges on each test that relates to Advanced-Proficient-Basic-Prebasic *performance on that test* (see Attachment 6).

Scene 5 -- June 1996

Colorado State Office Building, State Board of Education Meeting

The State Board of Education adopts new rules and regulations on the accreditation of districts, and for the first time, individual schools. The rules require districts to develop and adopt an *Enterprise Contract* with the State. The contract must include site visitation teams and three-year school improvement plans. Cherry Creek forms an ad-hoc committee to develop its contract.

Scene 6 -- Summer 1997

CCSD Administration Building

The ad-hoc Enterprise Accreditation Contract Committee completes its work and after substantial review and revision, forwards a proposal to the Cherry Creek Schools Board of Education for approval.

ACT III

Scene 1 -- November 1997

School District Administration Offices throughout the State

The 1997 grade 4 CSAP (Colorado Student Assessment Program) results for reading and writing are released. Statewide, the percent of students who scored at or above a proficient level were "low," particularly in writing. The Cherry Creek results are above the State averages, and the reading scores reflect other district assessment data. The Cherry Creek writing results do not correspond as well to other district assessment data.

Local and statewide politicians and education critics point to the 1997 CSAP results as further evidence that schools are not doing an adequate job. Some legislators remark that schools should not receive additional funding until CSAP scores improve. Parents in some districts wonder why the CSAP scores are substantially different from the results they received previously on norm-referenced tests. Which results are correct? Newspaper articles, editorials, and media talk shows focus on the CSAP for several weeks. The low-profile, low-stakes CSAP rapidly becomes ***the*** performance indicator for schools and districts.

Scene 2 -- January 1998

CCSD Student Achievement Resource Center, District Administrator Meeting

Cherry Creek principals react (overly?) to the CSAP results and prioritizing improvement efforts. Like a snowball rolling down a steep hill, which soon becomes an avalanche (yes, the Colorado Avalanche), suggestions (decisions?) are made to reduce mandated district testing, eliminate or discourage optional testing, and focus on the CSAP. The assessment plan for 1998-99 as proposed in the *CAP* (Comprehensive Assessment Plan) is quickly revised to denote the new reality of a high-stakes CSAP (see Attachment 7).

Scene 3 -- February 1998

CCSD Administration Building

The Superintendent receives a letter from CDE (Colorado Department of

Education). The district's *Enterprise Accreditation Contract*, submitted to CDE in November 1997 in response to current rules, is being held, pending clarification and simplification of the accreditation process by the State Board of Education. District implementation of the new School Improvement Plan and accreditation process is put on hold until this work is completed by the State Board.

EPILOGUE

Scene 1 -- March 1998

CCSD Administration Offices, particularly Assessment & Evaluation

The Assessment & Evaluation and Information Systems offices are dealing with a myriad of implementation issues related to collecting and reporting student performance on standards. Many decisions need to be clarified and resolved in order to report, document, and maintain a database on proficiencies. [For example, a process must be established for handling multiple performance ratings for one student on the same proficiency. If a Language Arts teacher assigns "Proficient" status and a Reading teacher assigns "Basic" status in reading, which is "truth?"]

Cherry Creek teachers and administrators are invested in the system because it is ours, not imposed from outside the district. Thus, teachers view the standard setting process and the resultant performance levels as an important step in corroborating their proficiency ratings, and valuable in the critical calibration process between teachers (to reduce variation). Standardized, objective pieces of data are valued by parents and the community, as external validations of student performance.

A critical issue to address and resolve: Balancing the different purposes of assessments, and maintaining focus on which assessment information will best serve the needs of Cherry Creek related to student performance improvement on the proficiencies. Arguments that Cherry Creek should reduce or eliminate norm- or criterion- referenced tests are based on the false assumption that tests provide precise, reliable, and consistent information at each level--district, school, and individual student.

Lesson Learned:
Be Not a Fool. Learn From Others.

Do not try to make something precise that is not precise--something exact that is not exact--something stable that is not stable. The history of state assessment programs throughout the nation is a tale of instability and inconsistency over time. One of the guiding principles in Cherry Creek's *Comprehensive Assessment Plan (CAP)* is an emphasis on student growth and gain for the same students or groups over time. This type of data is not provided by most state assessment programs, and probably never will be a focus.

Cherry Creek can--**and must**--control its local assessment plan. Cherry Creek **cannot** depend upon the State assessment program to provide the data needed to diagnose and plan interventions in a timely manner, particularly at a student level. Cherry Creek *cannot depend* upon consistency of the State assessment program over time. Each legislative session may--*and probably will*--bring revisions to the state testing plan, for the current year or for future years.

Cherry Creek must communicate a clear, compelling message to principals, teachers, and parents about the necessity to maintain a comprehensive assessment system that will provide the data for **Improvement of Student Learning**, **Improvement of Instructional Programs**, and **Public Accountability, Confidence, and Support**. If successful, the data will be available to inform timely, effective decision-making. If unsuccessful, decisions will be made using incomplete and insufficient assessment data.

ATTACHMENTS

Attachment 1:	*District Student Achievement Objectives*
Attachment 2:	Sample of Writing Proficiency
Attachment 3:	Proficiency Rating Scale
Attachment 4:	*CAP* Summary
Attachment 5:	Proficiency Ratings Compared with Assessment Results
Attachment 6:	Draft of the Multiple Validations Form
Attachment 7:	Proposed 1998-99 District Assessment Schedule

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ATTACHMENT 1

CHERRY CREEK SCHOOLS

District Student Achievement Objectives

① All students at the 5th, 8th, and 12th grades will meet or exceed the basic level of performance on district-defined proficiencies in language arts by 1996, and additionally in mathematics and science by 1997. The percentage of students reaching the proficient and advanced levels will increase yearly. *[PROFICIENCIES]*

② Student academic achievement will improve because of attendance in the Cherry Creek School District, as measured by valid and credible assessments. *[PERFORMANCE IMPROVEMENT]*

③ All minority students will meet or exceed the district-required proficiency standards and make academic growth of one year or more on standardized tests. *[MINORITY STUDENT ACHIEVEMENT]*

④ All students will enter school ready to learn, and be reading at grade level by the end of first grade. *[READING: GRADE 1]*

⑤ All students new to the district will be evaluated upon entry, and those working substantially below grade level will be given the assistance they need to meet or exceed the required proficiency standards and make academic growth of one year or more for each year of school. *[NEW STUDENTS]*

⑥ High performing students will receive an academic challenge commensurate with their abilities, and meet or exceed expected gains on standardized tests. *[HIGH PERFORMING STUDENTS]*

October 3, 1994

ATTACHMENT 2

CHERRY CREEK SCHOOL DISTRICT
ELEMENTARY SCHOOL PROFICIENCIES

The elementary school student literate in language arts:

3. Reads to construct meaning by interacting with the text, by recognizing the different requirements of a variety of printed materials, and by using appropriate strategies to increase comprehension.

Standards of Performance

Basic
The Student:
- reads a variety of material including children's literature, textbooks, and reference materials appropriate of the elementary level.
- comprehends at a literal level.
- recalls and builds background knowledge by exploring information related to the text.
- identifies the main idea and supporting details.
- with guidance, begins to use strategies to develop fluency and adjust rate when reading both narrative and expository text.

Proficient
The Student:
- reads a variety of material including children's literature, textbooks, and reference materials appropriate to the elementary level.
- comprehends and draws inferences beyond the literal level.
- recalls and builds background knowledge by exploring information related to the text and drawing inferences.
- identifies the author's intent, main idea, and supporting details and draws inferences when responding to the text.
- applies appropriate strategies to increase fluency and adjust rate when reading both narrative and expository text.

Advanced
The Student:
- reads a variety of material including literature, textbooks, and reference materials appropriate to the elementary level.
- comprehends at both literal and interpretive levels.
- synthesizes information by recalling and building background knowledge.
- explores information related to the text and draws inferences.
- critiques the author's intent and purpose and analyzes the text for meaning, drawing inferences and challenging the value of the text.
- selects and comprehends reading material and applies strategies to increase fluency and adjust rate when reading both narrative and expository text.

CHERRY CREEK SCHOOL DISTRICT
ELEMENTARY SCHOOL PROFICIENCIES

The elementary school student literate in language arts:

4. Produces writing that conveys purpose and meaning, uses effective writing strategies, and incorporates the conventions of written language to communicate clearly.

Standards of Performance

Basic
The Student:
- produces creative, expository, technical, or personal writing on an assigned or self-selected topic appropriate to the elementary level.
- presents the main idea clearly with few supporting details.
- produces writing with a beginning, middle and end, but the content of these elements may be weak.
- uses a writer's voice and word choice that conveys meaning.
- uses sentence structure that lacks variety.
- produces writing that is understandable but may contain errors.

Proficient
The Student:
- produces creative, expository, technical, or personal writing on an assigned or self-selected topic appropriate to the elementary level.
- presents the main idea clearly with sufficient and interesting details
- produces clear organization and logical sequencing of ideas.
- uses a writer voice and word choice that are appropriate, with some variety of sentence structures.
- edits and eliminates some errors.

Advanced
The Student:
- produces creative, expository, technical, or personal writing on an assigned or self-selected topic appropriate to the elementary level.
- thoughtfully connects opinions, specific details, and examples.
- produces clear and effective organization and logical sequencing of ideas.
- uses a writer's voice and word choice that are appropriate to subject, purpose and audience.
- uses sentence structure that enhances meaning.
- edits and eliminates most errors.

ATTACHMENT 3

K-12 Proficiency Level Descriptors

ADVANCED

- Performance greatly exceeds proficiency and is clearly exemplary because of attention to detail and sophistication.
- Performance meets the criteria at the **"advanced"** level for the benchmark or standard at that grade level.
- Performance greatly exceeds grade level/course expectations.

PROFICIENT

- Performance demonstrates understanding and application.
- Performance meets most or all criteria at the **"proficient"** level for the benchmark or standard at that grade level.
- Performance is at or above grade level/course expectations.

BASIC

- Performance reflects a fundamental or rudimentary level of skill; a novice level.
- Performance meets most or all criteria at the **"basic"** level for the benchmark or standard at that grade level.
- Performance is below grade level/course expectations.

PREBASIC

- Performance reflects an area of concern. Student needs significant assistance.
- Performance does not yet meet the "basic" level for the benchmark or standard at that grade level.
- Performance is significantly below grade level/course expectations.

* At grade levels where there are no benchmarks or exit standards, use the first and third bullets to judge the level of proficiency performance.

November 6, 1997

ATTACHMENT 4

Cherry Creek Schools
Dedicated to Excellence

Highlights from the

Comprehensive Assessment Plan

--Enhancing Student Growth & Performance--

September 1997

(DISCUSSION DRAFT)

CHERRY CREEK SCHOOLS

Comprehensive Assessment Plan

Assessment Team

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M. Kevin Matter, Ph.D. - Assessment & Evaluation Director
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Board of Education

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September 1997

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Comprehensive Assessment Plan Highlights

Cherry Creek Schools

Part I: Introduction

The Need for a Comprehensive Assessment Plan

The assessment of student academic progress is essential in maintaining excellence in the Cherry Creek School District. Stakeholders of the district rely on information about the quality of education provided to students. The purpose of this ***Comprehensive Assessment Plan (CAP)*** is to effectively and systematically collect and communicate student academic progress through the K-12 system. It is intended to provide information at key points throughout a child's educational journey. In addition, a variety of assessment techniques are used to collect qualitative and quantitative information. These data create a comprehensive picture of what a student knows and is able to do.

The following ***Comprehensive Assessment Plan*** addresses the needs, focuses, and directions from the Education Summit, Proficiencies Project, and In Search of Excellence. The document proposes a balanced, purposeful assessment system for the year 2002. After describing the proposal for 2002, the plan includes a sequential transition plan from 1997-98 to 2001-02 at all grade levels in each content area. It provides a framework for the collection, analysis, and use of student achievement information.

Part II: Guiding Principles for a Comprehensive Assessment Plan for 2002

The assessments in the ***Comprehensive Assessment Plan (CAP)*** are *tools* that provide *data* to help complete a picture of performance and achievement for a student, a school, and the district. District staff and community members study and use the data to transform it into *information*. As a performance-improvement organization, the Cherry Creek staff, and community at large, rely upon quality information to make informed *evaluation decisions*, choices, or judgments.

Assessments in the plan, particularly those used districtwide, should adhere to a common set of *guiding principles*, or shared assumptions about the essential purposes served by assessment, quality standards for assessments in the plan, and interpretation, use, and communication of assessment results.

The guiding principles provide the basis for the Cherry Creek Schools Board Policy on Assessment and Evaluation, currently under review. These guiding principles provide a focus for decision making around assessment instruments, assessment practices, and use of results.

Guiding Principle 1: Essential Purposes of Assessment

All district assessment decisions originate from a set of well-defined purposes. *Simply stated, the overarching purpose of all assessment activities is to enhance student growth and performance.* Specifically, district assessments provide data that relate to eight purposes within three general areas:

Improvement of Student Learning

1. Teachers use assessment data to create instructional focus for their classrooms and for individual students (including the diagnosis of special needs and decisions about placement in special programs).
2. Teachers use assessment data to support and validate ratings of student proficiency.
3. Teachers monitor student progress over time through ***CAP*** assessments.
4. Students and parents use assessment results to assist them in reaching student educational goals, by providing individual and comparative information.

Improvement of Instructional Programs

5. District staff monitor status of the District Student Achievement Objectives (see Appendix) through assessment data.
6. School staff use achievement profiles, derived from assessment data, for school improvement.
7. Decision makers use assessment data to evaluate school and district programs. These data provide valuable insights to curriculum development (i.e., assessment helps to determine whether certain skills are being taught and learned).

Public Accountability, Confidence, and Support

8. The Board of Education, school communities, and the district are informed about the quality of educational programs through assessment reports, which provide comparative information about district programs and others in the nation.

Assessment and evaluation are processes that evolve and change over time. Therefore, we continually seek to improve the ways in which we assess students and the means by which we communicate and use assessment results.

Guiding Principle 2: Quality Assessment Data

In order for our ***CAP*** to provide information relevant to the purposes described above, assessments within the system must provide quality data. Widely recognized standards of quality guide the selection of publishers' tests and the development of standardized district-created assessments.

Meaningfulness
Technical Rigor
Generalizability
Cost Effectiveness
Equitability/Protection of Students

Guiding Principle 3: Multiple Indicators

District assessments in the ***CAP*** provide distinct kinds of coverage of knowledge and skills and a variety of perspectives on student achievement.

No single assessment or assessment type provides a complete picture of what students know and can do.

Guiding Principle 4: "Value-Added" Perspective

The basis for any evaluation of curriculum or instructional effectiveness in Cherry Creek Schools is the educational value added to individual students and student groups over time. When we compare school or classroom gains, we must take into account those pre-existing demographic factors and levels of prior knowledge known to influence school performance. By focusing on student growth and gain over time, we measure and report the impact of curriculum and instruction on student performance regardless of individual differences in starting points.

Guiding Principle 5: Communication of Assessment Information

Teachers, principals, parents, and other educational decision makers understand and use assessment information in order to make instructional decisions that result in performance improvement. To this end, the district provides resources and support for a yearly cycle of assessment reports, training, and information.

Guiding Principle 6: Informed Teacher Judgments

In Cherry Creek, we support the informed professional judgments of our teachers as the foundation of educational decision making for individual students. We strive to ensure the accuracy and consistency in these judgments. To this end, the district provides assessment feedback that is accurate, clear, concise, and timely.

PART III: Comprehensive Assessment Plan (CAP) for 2002

The assessments in the ***CAP*** are tools that provide data to help provide a systematic, comprehensive picture of performance and achievement for a student, a school, and the district. Assessments in the ***CAP*** reflect the *Guiding Principles* outlined in *Part II* (pp 3-5) of this document. Each *purpose* is matched with assessments that provide the most relevant and useful data for decisions related to that purpose. All assessments in the ***CAP*** are technically sound, and conform to *quality standards*. In order to support *informed teacher judgments*, the types of district assessment activities K-12 provide teachers with *multiple indicators* of student performance from several comparative perspectives (see below). The timing of certain assessments in the ***CAP*** allows educational decision makers to make informed judgments about the educational *value added* to students and student groups over time. Finally, the *communication* of assessment results and use are major components of any assessment decision.

Since assessment data are important to a number of audiences (parents, teachers, community, etc.), the plan must provide comparative information valued by each audience. Therefore, data from assessments in the ***CAP*** provide relevant performance information from district, state, and national perspectives.

CAP Assessments That Provide a District Perspective

The major focus of the ***CAP*** is to provide information about student progress and program effectiveness in relation to mastery of district proficiencies (which are designed to reflect state and national standards). Assessments that provide a predominantly district perspective must be aligned with curriculum objectives and proficiencies. District assessments must also allow for reliable measurement of student progress on district objectives and proficiencies over time.

Student Proficiency Status Data Collection
Achievement Level Tests
Performance-Based Assessments (PBA's)
School and Classroom-Based Assessments

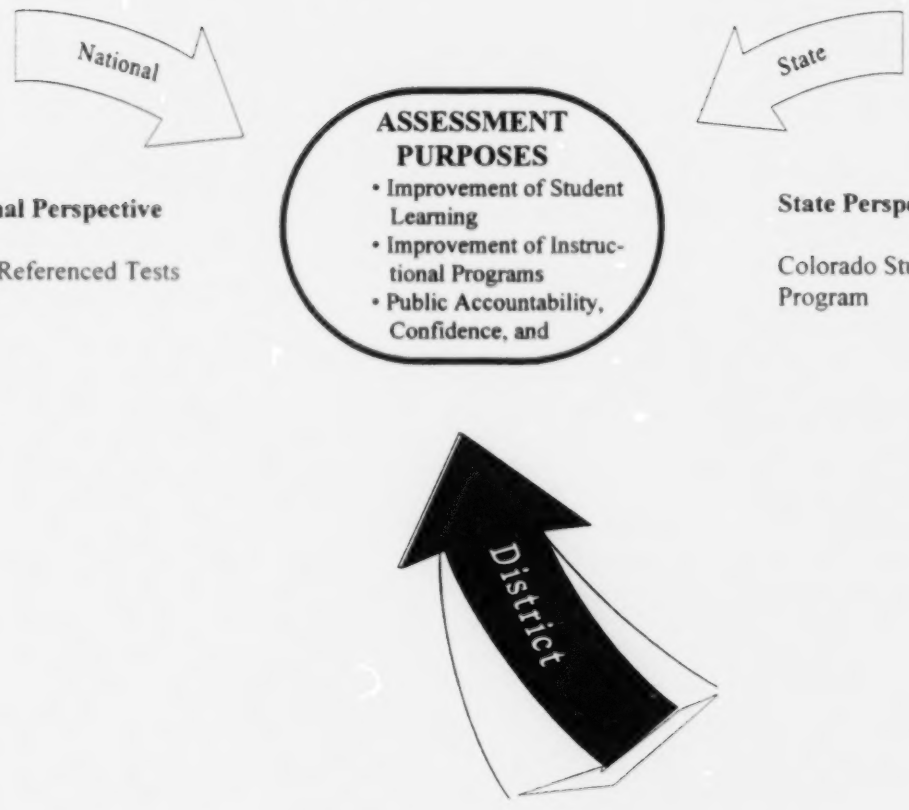
CAP Assessments That Provide a National Perspective

The ***CAP*** must provide information that allows stakeholders to compare the overall performance of our students with that of students in the nation in essential areas of knowledge and skill. Tests with national reference groups (e.g., the Iowa Tests of Basic Skills (ITBS), the PLAN, and the ACT / SAT), enable an "external look" at our curriculum and student performance. Our stakeholders and district community value this perspective.

CAP Assessments That Provide a State Perspective

The ***CAP*** provides information that allows stakeholders to assess the overall performance of our students on state-mandated standards of knowledge and skill. The Colorado Student Assessment Program (CSAP) is a state-mandated component of our district plan, and will eventually provide an additional perspective on student achievement. However, the CSAP is currently under development, and is characterized by change from year to year. At this point in time, it is difficult to determine and plan for the extent to which CSAP will provide consistent, usable data for our district plan.

Perspectives Included in the CAP Assessments



National Perspective

Norm Referenced Tests

State Perspective

Colorado Student Assessment Program

DISTRICT PERSPECTIVE

Class / School	District
Portfolios	Achievement Level Tests
Projects	Performance Assessments In Writing and Reading
Teacher Made Tests	Curriculum Referenced Tests
Teacher Observation	
Performance Tasks	
Student Self Assessment	

District Assessments: The Assessment Program in 1996-97

TEST / GRADE	K	1	2	3	4	5	6	7	8	9	10	11	12
DISTRICT PERSPECTIVE: Mastery of district proficiencies / standards													
ALT (Reading, Math) *objective tests*						F/S	S	S					
WRITING PERFORMANCE *performance-based*		F/S	F/S	F/S	F/S	F/S		M				F	
SCIENCE PROCESS *objective tests*							S	S	S				
HEALTH *objective tests*								EOC		EOC			
PROFICIENCY DATA COLLECTION		S		S		S	S	S	S	S	S	S	S
NATIONAL PERSPECTIVE: National comparison information													
ITBS (Reading, Math, Language, Information Usage) *objective tests*				S	S		F	F	F				
CogAT (Nonverbal/Spatial) *objective tests*				F									
NELSON DENNY (Reading) *objective tests*										F		S	
PLAN (Reading, Math, Language, Science) *objective tests*											F		
ACT / SAT (Reading, Math, Science) *objective & performance-based*												X	X
STATE PERSPECTIVE: Mastery of state standards													
STATE ASSESSMENT Grade: 3-Reading; 4-Reading, Writing; 5-Math; 8-Math, Science *objective & performance-based*					S								

F = Fall M = Mid-year S = Spring X = Scheduled dates throughout year EOC = end of course
ALT: Achievement Level Tests ROWO: Read On-Write On writing assessment
ITBS: Iowa Tests of Basic Skills CogAT: Cognitive Abilities Test
ACT / SAT: College entrance exams

District Assessments: The Proposed Assessments for 2001-02

The following assessments are required for all schools in the district.

TEST / GRADE	K	1	2	3	4	5	6	7	8	9	10	11	12
DISTRICT PERSPECTIVE: Mastery of district proficiencies / standards													
ALT(Reading, Math, Language, middle school Science) *objective tests*			S	S	S	S	S	S	S				
READING PERFORMANCE *performance-based*		X							X		X		
WRITING PERFORMANCE *performance-based*			F	F	F	F		M				S	
MATH PERFORMANCE *performance-based*							X	X	X				
SCIENCE INVESTIGATION *demonstration*						S			S				
PROFICIENCY DATA COLLECTION		S		S		S	S	S	S	S	S	S	S
NATIONAL PERSPECTIVE: National comparison information													
ITBS (Reading, Math, Language, Information Usage) *objective tests*				F		F		F					
PLAN (Reading, Math, Language, Science) *objective tests*											F		
ACT / SAT[1] (Reading, Math, Science) *objective & performance-based*												X	X
CogAT (Nonverbal/Spatial) *objective tests*				F									
STATE PERSPECTIVE: Mastery of state standards													
STATE ASSESSMENT Grade: 3-Reading,4-Reading, Writing 5-Math; 8-Math, Science *objective & performance-based*				S	S	S			S				

[1]ACT and SAT not required by the district, but by colleges

F = Fall M = Mid-year S = Spring X = Scheduled dates throughout year

CHERRY CREEK SCHOOL DISTRICT
Assessment Technique Matched to Purpose

Achievement Comparison ⇨ ⇨ ⇨ ⇨ ⇨	State	National	District					School / Classroom	*Other Achievement Information*		
Assessment Technique ⇨ ⇨ ⇨ ⇨ ⇨	State Tests	NRT ITBS / PLAN / ACT - SAT	Achievement Level Tests	Computer Adaptive Tests	CRT	Performance Tests	Proficiency Data Collection	School/** Classroom Assessments	Grade Point Average	Proficiency Status	Class Ranking
Improvement of Student Learning											
1. Instructional focus (diagnoses of special needs and placement decisions)		5	3	3	3	2	3	1		x	
2. Support / validate teacher judgments of student proficiency	5	4	2		3	3		1	x		x
3. Monitor individual student progress over time		4	1				2	3	x	x	
4. Feedback to students and parents related to educational goals	5	1	1	4	3	2	1	2	1	2	1
Improvement of Instructional Programs											
5. Monitor achievement of district Student Achievement Objectives		3	2	2	3	4	1			x	
6. School profiles	5	3	1		4	3	2		x	x	
7. Evaluation of school and/or district programs	3	3	1		2	3	2	3		x	
Public Accountability, Confidence, and Support											
8. Inform the district, community, and school board about educational program quality	2	2	1		3	3	1		x	x	

CRT: Curriculum Referenced Test
NRT: Norm Referenced Test

RATING SCALE 1 = Best / optimal technique for that assessment purpose
3 = Adequate technique for that assessment purpose
5 = Minimally acceptable technique for that assessment purpose
BLANK = Technique not practical or appropriate for that assessment purpose

** Includes projects, portfolios, etc.

x = Applicable to purpose

CHERRY CREEK SCHOOL DISTRICT
Audience Matched to Purpose

Assessment Purpose	*AUDIENCE*							
	Student	Teacher	Parent	Counselor	School	District	Board of Educ	Public
Improvement of Student Learning								
1. Instructional focus (diagnoses of special needs and placement decisions)	x	x	x	x				
2. Support / validate teacher judgments of student proficiency	x	x	x	x	x	x	x	x
3. Monitor individual student progress over time	x	x	x	x				
4. Feedback to students and parents related to educational goals	x	x	x	x				
Improvement of Instructional Programs								
5. Monitor achievement of district Student Achievement Objectives		x	x	x	x	x	x	x
6. School profiles		x	x	x	x	x	x	x
7. Evaluation of school and/or district programs		x	x	x	x	x	x	x
Public Accountability, Confidence, and Support								
8. Inform the district, community, and school board about educational program quality					x	x	x	x

X = Assessment results from purpose important information to audience
BLANK = Assessment results from purpose less important to audience

NOTE: Assessment data collected for a specific purpose is more/less relevant or important to members of particular audiences.

Part V: Use of Assessment Information: Communication Plan

Annual Cycle of Reporting, Information Sharing, and Training Activities

The *Guiding Principles* for this ***Comprehensive Assessment Plan (CAP)*** emphasize the importance of using assessment data for effective educational decision making and instruction. Stakeholders receive appropriate assessment information and results in a timely fashion before and after each assessment administration. Communications are accurate, clear, concise, and meaningful to meet the particular needs of each constituent group in order to support decision making. An annual cycle of reporting, information sharing, and training activities supports the three general purposes for assessment.

Improvement of Student Learning

Students, parents, and teachers receive individual student assessment results for all district tests. In addition, teachers have access to reports that summarize student performance across more than one performance indicator. For example, one report summarizes student reading performance from three measures: the Iowa Tests of Basic Skills (*ITBS*), the district Achievement Level Test (*ALT*), and the teacher-assigned proficiency rating. Teachers and parents use assessment results and information to help guide academic decisions, inform placement determinations, and motivate students. Teachers and parents teach students to use assessment results and information in their own self-evaluation process.

Improvement of Instructional Programs

On a broader scale, assessment results help to determine program and school effectiveness and guide allocation of district resources. The Office of Assessment & Evaluation (A & E) creates and provides reports and analyses of summary school and district assessment results. The *Performance Improvement Report* examines teacher proficiency ratings, and compares these data to Achievement Level Tests, district performance assessments of reading and writing, and nationally norm-referenced indicators (e.g., ITBS, SAT). *Profiles of School Performance* provide similar analyses for each school. *Articulation Reports* summarize assessment information by content area across academic levels by high school or middle school feeder group. Curriculum coordinators use this information for curriculum alignment activities.

Public Accountability, Confidence, Support

Assessment information informs our community and helps to earn public support and confidence. Public domain reports such as the *Performance Improvement Report* and *Comprehensive School and District Profiles* summarize student performance on multiple achievement indicators, analyze achievement gains and trends over time, and provide appropriate national, state, and district comparison perspectives.

Role of the District in the Use of Assessment Information

The District has several key roles and responsibilities that assure a balanced, purposeful, comprehensive assessment plan. The district establishes the degree of standardization needed for a valid and reliable assessment system. District staff model sound assessment practices and effective, responsible analysis and use of assessment information.

Key Responsibilities of the District:

- Engender support and understanding for the ***CAP*** from school and district staff, and the district community at large.
- Provide time and resources to effectively implement and support the plan.
- Review and update the plan periodically.
- Provide valid, reliable assessment results about students and programs.
- Provide quality staff development on the use and interpretation of assessment information.

Roles and Responsibilities of Assessment Stakeholders in the Use of Assessment Information

In Cherry Creek, all stakeholder groups are connected participants within the same system. Educational emphasis at home impacts student engagement at school. Achievement goals set by the Board of Education and accountability committees affect instructional focus in the classroom. Learning at third and fourth grade impacts the performance of these same students on the ACT in high school. Therefore, it is important that each stakeholder group have sufficient information with which to see a complete performance picture (e.g., across grade levels or within feeder systems), and determine constructive comparisons, evaluations, and goals.

Our target is always to *improve student performance*. To this end, we share information openly and maintain an environment in which all stakeholder groups engage professionally and constructively in data use. Parents, students, advisory accountability committees, teachers, building level administrators, district curriculum committees and the Board of Education must assume certain roles and responsibilities in order for assessment information to be communicated and used appropriately and effectively. These are described below, along with the assessment information provided to each stakeholder group.

Parents

Role of the Parent:

Parents are active participants in the assessment process. They motivate and encourage their children to engage seriously in assessment activities and help children to understand assessment feedback. Parents also encourage their children to act on assessment feedback in order to improve knowledge and skills.

Parents have a unique and rich perspective on their childrens' learning behaviors. This information can help teachers interpret assessment results and implement appropriate instructional strategies.

Key Responsibilities of the Parent:

- Participate in parent/teacher conferences and discussions regarding interpretation of assessment feedback, appropriate educational placement, and individual learning plans.
- Monitor student progress over time. Accept responsibility *in partnership with the school* for a student's progress over time.
- Take part in district and school sponsored opportunities to understand student performance standards, assessments and assessment feedback.
- Discuss assessment feedback with children and help them to act upon this information to improve knowledge and skills.

Assessment Information Provided to Parents:

- Prior to each district assessment, schools disseminate parent guides that describe assessments and purposes. After district assessments, schools provide student results and interpretational materials to parents.
- Teachers share feedback from district and classroom assessment activities in parent/ teacher conferences.
- Through the schools, parents have access to appropriate school, district, and/or national comparisons, and interpretational guidelines.
- Through stakeholders reports provided by the district, parents receive annual highlights of school and district achievement results and, if available, national summary comparisons.
- As district reports are published, the district facilitates community meetings focused on understanding and interpreting reports and their implications.

Students

Role of the Student:

Students participate actively in the assessment process and are key stakeholders in the effective use of assessment data for improved performance. With parent and teacher guidance, students engage seriously in assessment activities, attempt a variety of assessment formats when offered, and learn how to use assessment feedback to improve performance.

Key Responsibilities of the Student:

- Reflect and act on feedback from parents and teachers to improve performance.
- Learn about areas of strength and weakness.
- Learn to assess their own work based on set criteria (e.g., student rubrics).
- With teacher and parent guidance, monitor progress over time.

Assessment Information Provided to Students:

- Teachers explain assessment activities prior to each assessment.
- Teachers educate students about how to interpret assessment feedback at age-appropriate levels and assess their own work.
- Parents and teachers share and discuss individual assessment feedback with children and help them to act upon this information to improve knowledge and skills.

District and School Advisory Accountability Committees

Role of Advisory Accountability Committees:

Advisory accountability committees actively participate in and help guide educational planning at the district and the school levels. These groups assist district staff in holding the district and individual schools accountable for instructional focus, growth over time, valid assessment, and effective communication of achievement and performance improvement.

Key Responsibilities of Advisory Accountability Committees:

- Promote the use of fiscal resources to attain the District Student Achievement Objectives.
- Monitor school and district status and progress on the District Student Achievement Objectives established by the Board of Education.
- Assist in development of district and school goals and action plans in order to achieve the Student Achievement Objectives. Monitor progress on these goals and action plans.

Assessment Information Provided to Advisory Accountability Committees:

- The Office of Assessment and Evaluation (A & E) provides accountability chair people with assessment data that allow committees to evaluate school and district progress on goals. These include *Performance Improvement Reports*, *School and District Profiles*, and reports of school progress on Student Achievement Objectives. A & E staff also meet with committees to review and evaluate relevant information.
- A & E provides school, area, and district workshops focused on understanding assessment purposes, results interpretation, programmatic implications of summary assessment results, and writing school improvement goals.

Teachers

Role of the Teacher:

The teacher is both an instructor and an assessor. Teachers use assessment data to guide instruction and to make determinations about student involvement in educational programs. Teachers also make accountable and consistent judgments of student performance using assessment information.

Teachers recognize that data from classroom tests as well as district, state, or national exams provide useful information for planning instruction for performance improvement. This perspective calls for a shift from one-time testing (i.e., exit exams) to measuring continuous progress towards attainment of proficiencies and curricular objectives at all grade levels.

Key Responsibilities of the Teacher:

- Select and/or develop classroom assessments that focus on the essential parts of curriculum and instruction and on what students should know and be able to do.
- Provide for multiple assessment opportunities that allow students to demonstrate and teachers to evaluate performance using a variety of formats.
- Take part in school and district-sponsored training opportunities that focus on understanding assessment data and sharing assessment results with parents and students.
- Use assessment data to improve instruction that results in increased student performance.
- Use assessment results to calibrate and strengthen teacher ratings of individual student proficiency.
- Teach students how to understand assessment data for self-assessment and for improving their performance.
- Effectively communicate assessment information to parents.

Assessment Information Provided to Teachers:

- Teachers receive or have easy access to historical test and proficiency data for each student.
- Prior to each assessment, the Office of Assessment & Evaluation (A & E) provides inservices and information about test coordination and administration.
- After each assessment, teachers receive individual student results and class summaries.
- Throughout the year the district provides training on assessment purposes, results interpretation, sharing results with students and parents, and instructional implications of assessment results.
- Periodically, teachers receive information about the extent to which district assessment results corroborate teacher ratings of proficiency for individual students. These reports provide ongoing opportunities for teachers to engage in professional dialog about issues of consistency and reliability.
- A & E provides principals with assessment results across academic levels from elementary to middle school, and from middle to high school within a feeder area. Principals share this information with teachers and content area coordinators.

Principals and District Administrators

Role of the Building Administrator (Principal):

The building principal assumes leadership for analysis and use of assessment data, and serves as the primary assessment information resource for teachers and parents in their school community.

Principals monitor the assessment practices of teachers and encourage the development and selection of assessments that are integral to instruction, appropriate, and aligned with the standards set by the district. Principals establish and maintain priorities for teacher understanding and use of assessment data.

Part of the administrative evaluation and goal setting process for building principals is to demonstrate the ability to understand and interpret school assessment results, establish appropriate data-based goals, and carry out and measure the impact of action plans.

Key Responsibilities of the Building Administrator:

- Use assessment results to guide appropriate instructional/curricular changes for improved student performance at all levels.
- Effectively engage teachers in the understanding and use of assessment information to improve instruction.
- Guide the development of data-based goals in the advisory accountability committee.
- Communicate and interpret assessment information effectively to parents.
- Work with teachers to engender a high level of competence and comfort with communicating assessment feedback with parents and students.
- Use data provided by the district to facilitate teacher awareness of issues of consistency and reliability in teacher ratings of student performance.
- Ensure appropriate time and resources for assessment staff development. Provide opportunities for teachers to participate in district assessment training activities.
- Participate in district-sponsored administrators' inservices on the use and interpretation of assessment results.
- Review school assessment data with their Executive Director and describe interpretations and action plans that result from assessment data.

Assessment Information Provided to the Building Administrator:

- After each assessment, A & E provides administrators with summary results for classrooms, schools, and district.
- Principals receive assessment data that allow them to evaluate school progress on Student Achievement Objectives. These include *Performance Improvement Reports*, *School and District Profiles*, and comprehensive notebooks of each school's assessment data.
- Principals receive summary information about the extent to which district assessment results corroborate teacher ratings of proficiency for students. These reports provide ongoing opportunities for school staff to engage in professional dialog about issues of consistency and reliability in the teacher judgment process.
- A & E provides principals with assessment results across academic levels from elementary to middle school, and from middle to high school within a feeder area. Principals share this information with teachers and content area coordinators.
- Throughout the year, A & E provides opportunities for administrator inservices focused on appropriate interpretation, use, and programmatic implications of summary assessment results. A & E also provides materials and resources for presenting results to teachers and parents.

Curriculum Coordinating Council (CCC)

Role of the Curriculum Coordinating Council:

The CCC is a committee made up of teachers, content area coordinators, school and district administrators, and district staff. In general, the CCC oversees and informs the assessment process for the district. The council identifies the key elements of assessment needs and guides the design of district-, school-, and classroom-level assessments and tasks. The CCC initiates new or revised district and/or classroom assessments based on identified needs, guides development and revision processes, and authorizes implementation.

Key Responsibilities of CCC:

- Establish and monitor criteria for assessment selection, development, and revision.
- Provide guidance for teachers in selecting or developing their own assessments.
- Create, maintain, and update banks of assessments, test items, tasks, and rubrics.
- Monitor the alignment of assessments with the curriculum guides and with district proficiencies and standards.
- Using assessment data, guide the alignment of instructional focus within and across feeder areas to ensure consistency.

Assessment Information Provided to the CCC or CCC task forces:

- CCC members have access to A & E assessment library and training resources. A & E also provides resources and people to assist in the selection, development, and revision of district assessments.
- CCC members receive assessment data that allow them to evaluate district and feeder area progress on Student Achievement Objectives. These include *Performance Improvement Reports*, *School and District Profiles*, and comprehensive notebooks of each feeder area's assessment data.
- CCC members receive summary information about the extent to which district assessment results corroborate teacher ratings of proficiency for students.
- CCC initiates task forces to respond to defined needs. Task forces discuss information needs with A & E and receive assessment resource information and data as needed to meet the specific purpose(s) of the group.

Board of Education

Role of the Board of Education:

The Board of Education creates the vision for performance improvement for the district. Board-established Student Achievement Objectives guide instructional focus and provide a template with which to monitor growth over time. All district assessment efforts and activities must support and inform the Board objectives and the goals.

Key Responsibilities of the Board:

- Monitor district status and progress on the District Student Achievement Objectives, and determine necessary district goals and action plans in order to achieve them.
- Allocate fiscal resources to attain the District Student Achievement Objectives.

Assessment Information Provided to the Board of Education:

- The Board receives biannual reports of district status on all standardized assessments and progress on the District Student Achievement Objectives. Wherever available, reports include national comparison points.

Part VI: Staff Development Support for CAP 2002

The long term success of the ***Comprehensive Assessment Plan (CAP)*** for 2002 depends upon the involvement and expertise of classroom teachers and building administrators. This component of the ***CAP*** *must* have adequate prioritization and resources.

A commitment of time and resources is imperative for effective understanding and use of assessment information by teachers, and efficient districtwide assessment and data collection. The following expectations are a priority in the full implementation of the ***CAP***.

Roles of the Offices of Staff Development and Assessment and Evaluation

- Staff Development, and Assessment and Evaluation (A & E) Offices jointly organize and implement the staff development opportunities in assessment. A & E provides the expertise in the area of assessment, measurement, and evaluation by developing the content for the professional opportunities and choosing and training (when necessary) the instructors for the sessions. The Staff Development Office works with A & E to coordinate and implement the training and support given to the administrators and Assessment Liaisons (see below).

- Teachers and administrators at the appropriate grade levels participate in training, available districtwide, for the following assessment types:
  - State Tests
  - Norm Referenced Tests (ITBS and PLAN)
  - Achievement Level Tests
  - Computerized Adaptive Tests
  - Curriculum Referenced Tests
  - Performance Assessments
  - Portfolios

- Parents, District Advisory Accountability Committee members, and interested public receive assessment results and information on interpretation and use for improved performance.

Role of Assessment Liaison

- An Assessment Liaison is designated at each elementary school who serves as dissemination/ training agent for the assessment program. At the secondary level, an Assessment Team (with an administrative leader) directs this process. The Assessment Liaison, the school principal, and administrative staff are trained in test administration, interpretation, and reporting.

  The Assessment Liaisons facilitate the development and piloting of new assessments and reporting formats. The Liaisons communicate with their school's test coordinator for each assessment.

Assessment Training

- Teachers, administrators, counselors, and others (as appropriate) receive staff development in six areas.
  - Understanding the purpose and audience for each of the assessments given to students
  - Understanding the alignment of the assessments with the district proficiencies and curricula
  - Assessment administration procedures
  - Scoring and analyzing classroom based assessments
  - Utilizing assessment information to refine teaching practices and evaluate programs
  - Communicating assessment information to parents, school advisory accountability committees, and the community

- Other stakeholders, especially School Site-Based Decision Making Councils, School Advisory Accountability Committees, and other interested members of the school community are provided with training in the use of assessment informa-tion. To reach the community, information about the assessment and reporting system is disseminated via visual or print media.

- Teachers, counselors, and administrators are trained in the interpretation and use of data, focusing on examining student performance improvement over time and across different assessments.

Part VII: Implications for Implementation of the Comprehensive Assessment Plan for 2002

Ideally, assessments of student learning are integrated within the daily work of the classroom, not added to the classroom as occasional, extra tasks. These assessments of student learning serve as a beacon, guiding further learning by continuously emphasizing how performance might be improved. Ideal assessments of student learning support each student's growth in the critical ability to self-assess one's own performance according to quality standards. Cherry Creek Schools has implemented performance standards in the form of Proficiencies for students in grades 5, 8, and 12 in each of the core areas (reading, literature, writing, mathematics, history, geography, civics, economics, and science). Proficiency standards have also been developed for the expanded core: the arts, physical education, foreign language, health, and information literacy.

The Cherry Creek Schools ***Comprehensive Assessment Plan (CAP)*** incorporates a variety of tools to measure student learning. It includes classroom assessments implemented by the classroom teacher and districtwide assessments administered to all students at the identified grade levels. The Cherry Creek Schools ***CAP*** is intended to incorporate both classroom and district assessments.

Implementation of the ***CAP*** will take place over a five year period, from 1997-98 through the 2001-02 school year. The accompanying tables identify the essential components of our comprehensive assessment system, establish a timeline for implementation, and identify the implications of the process. The implementation process will be continually evaluated, and revised as necessary.

General Considerations

- All implementation steps require staff development. Teachers and administrators need ongoing staff development in administering the tests and analyzing the data. Staff development is coordinated by the Assessment and Evaluation and Staff Development offices.
- A balanced, purposeful assessment system, with proper emphasis on national measures to help students achieve their goals, requires continuous, meaningful communication with all audiences -- the Board of Education, teachers, parents, media, and the general public.
- The Assessment Plan is evaluated annually and revised as needed.
- Implementation of the Assessment Plan is coordinated with the Curriculum Coordinating Council.
- State Assessments are incorporated into the Assessment Plan according to state guidelines and timeline.
- Assessments may need to be added to meet the requirements of state legislation, Colorado Department of Education guidelines, or district needs for additional data.
- Classroom assessments are valued and are a meaningful facet of student evaluation. District assessments should validate the results of classroom assessment. Teachers and administrators evaluate discrepancies between classroom and district assessments, and use that information for improvement.
- The budgeting and planning for assessment should be aligned with curriculum, instruction, staff development, and technology. To be effective, useful, and informative, district assessments should have instructional, curricular, staff development, and technology components.

Comprehensive Assessment Plan
Transition Timeline

TESTS	1997-98	1998-99	1999-00	2000-01	2001-02
Iowa Tests of Basic Skills (ITBS) ✎					
READING, LANGUAGE, MATH	3,4 Spr. 6,7,8 Fall	3,4, Spr. 6,7,8 Fall	3 Spr. 6,7 Fall	3,5 Fall 6,7 Fall	3,5,7 Fall
SCIENCE, SOCIAL STUDIES	6,7,8 Fall	6,7,8 Fall	6,7 Fall	6,7 Fall	5,7 Fall
PLAN	10 Fall	10 Fall	10 Fall	10 Fall	10 Fall
NWEA Achievement Level Tests ✎		2 (Spr. Pilot)	2 (Reading only)	2 (Reading only)	2 (Reading only)
READING, MATH	5 Fall-Spr. 6,7 Spr. (Pilot)	5 Fall-Spr. 6,7,8 Spr.	3,4,5,6,7,8 Spr.	3,4,5,6,7,8 Spr.	3,4,5,6,7,8 Spr.
LANGUAGE SKILLS	5 Fall-Spr. 6,7,8 Spr. (Pilot)	5 Fall-Spr. 6,7,8 Spr.	3,4,5,6,7,8 Spr.	3,4,5,6,7,8 Spr.	3,4,5,6,7,8 Spr.
SCIENCE	6,7,8 Spr. (Pilot)	6,7,8 Spr.	6,7,8 Spr.	6,7,8 Spr.	6,7,8 Spr.
State Assessment					
READING	3 ,4	3 ,4	3, 4	3, 4	3, 4
WRITING	4	4	4	4,	4,
MATH	——	5	5, 8	5, 8	5, 8
SCIENCE	——	------	------	8	8
Science Process (Investigation)	5, 8	5, 8	5, 8	5, 8	5, 8
Math Performance Assessments	6, 7, 8	6, 7, 8	6, 7, 8	6, 7, 8	6, 7, 8
Reading Performance Assessments ✎	1 (Develop) 8 (Pilot) 10 (Develop)	1 (Pilot) 8 ✎ 10 ✎ (Pilot)	1 8,10	1 8,10	1 8,10
Writing Performance Assessments ✎	1*	1*	1*	1*	1*
Read On - Write On (ROWO)	2, 3 ✎, 4, 5 (Oct.)	2, 3 ✎, 4, 5 (Oct.)	2, 3 ✎, 4, 5 (Oct.)	2, 3 ✎, 4, 5 (Oct.)	2, 3 ✎, 4, 5 (Oct.)
Middle School Writing Assessment (MSWA)	7✎ Winter	7✎ Winter	7✎ Winter	7✎ Winter	7✎ Winter
High School Writing Assessment (HSWA)	11✎ Spr.	11✎ Spr.	11✎ Spr.	11✎ Spr.	11✎ Spr.
OTHER					
Computerized Adaptive Tests (NWEA)*	3-8	3-8	3-8	3-8	3-8
Cognitive Abilities Test (CogAT)	3✎ Fall	3✎ Fall	3✎ Fall	3✎ Fall	3✎ Fall
Nelson Denny Reading Test	9 Fall 11 Spr.	11 Spr.			
ACT* / SAT*	11-12	11-12	11-12	11-12	11-12
Proficiency Data Collection	1,3,5-12 Spr.	1,3,5-12 Spr.	1,3,5-12 Spr.	1,3,5-12 Spr.	1,3,5-12 Spr.

***Optional**

✎ District Scoring (Reading and Writing Performance Scoring - District Sample only)

Iowa Tests of Basic Skills (ITBS) Results for the District
Spring 1997 Proficiency Data Collection: *READING* merged with
Fall 1997 ITBS Results: *READING TOTAL*

ATTACHMENT 5

(Percentages of students in PB, B, P, and A columns who scored in ITBS Reading Total ranges described on the left.)
Percentages rounded to the nearest whole number

Gr. 5 Spring Proficiency Data Collection merged with Gr. 6 Fall ITBS

ITBS Percentile Ranges Reading Total	Proficiency Data Collection Spring 1997-Reading			
	Advanced N=426	Proficient N=1543	Basic N=293	Prebasic N=54
91-99	52%	10%	1%	0
76-90	33%	27%	3%	0
51-75	13%	41%	19%	9%
26-50	2%	18%	41%	21%
11-25	0	4%	26%	48%
1-10	0	0%	10%	22%

Gr. 6 Spring Proficiency Data Collection merged with Gr. 7 Fall ITBS

ITBS Percentile Ranges Reading Total	Proficiency Data Collection Spring 1997-Reading			
	Advanced N=360	Proficient N=1339	Basic N=715	Prebasic N=134
91-99	70%	20%	1%	1%
76-90	26%	38%	13%	0%
51-75	4%	33%	33%	8%
26-50	0	8%	39%	43%
11-25	0	1%	11%	34%
1-10	0	0	3%	14%

Gr. 7 Spring Proficiency Data Collection merged with Gr. 8 Fall ITBS

ITBS Percentile Ranges Reading Total	Proficiency Data Collection Spring 1997-Reading			
	Advanced N=346	Proficient N=1196	Basic N=812	Prebasic N=101
91-99	62%	16%	2%	0
76-90	30%	27%	8%	2%
51-75	9%	42%	37%	14%
26-50	0	12%	37%	35%
11-25	0	2%	13%	33%
1-10	0	0	3%	16%

District Achievement Level Test (ALT) Results

DISTRICT SUMMARY RESULTS:MIDDLE SCHOOL

Spring 1997 Proficiency Data Collection merged with Spring 1997 Level Test Results: *READING*

Grade 6 Spring Proficiency Data Collection merged with Spring Level Test Results

(Numbers represent percentages of students in PB, B, P, and A columns who scored in Level Test reading ranges described on the left.)

ALT RIT Score Ranges Reading	Proficiency Data Collection Spring 1997-Reading			
	Prebasic	Basic	Proficient	Advanced
< 207	66	16.5	1	0
207-212	18	26	3	0
213-224	14.5	48.5	48	6
225-230	1.5	7	36	30
>= 231	0	2	12	64

Percentages rounded to the nearest whole number

Grade 7 Spring Proficiency Data Collection merged with Spring Level Test Results

(Numbers represent percentages of students in PB, B, P, and A columns who scored in Level Test reading ranges described on the left.)

ALT RIT Score Ranges Reading	Proficiency Data Collection Spring 1997-Reading			
	Prebasic (PB)	Basic (B)	Proficient (P)	Advanced (A)
< 212	69	21	2	2
212-217	14	22	5	0
218-228	16	49	57	12
229-233	1	6	23	25
>= 234	0	2	13	61

Percentages rounded to the nearest whole number

District Achievement Level Test (ALT) Results

DISTRICT SUMMARY RESULTS
Spring Proficiency Data Collection merged with Level Test Results: *MATH*

Grade 3 Spring Proficiency Data Collection merged with Grade 4 Fall Level Test
(Numbers represent % of students in PB, B, P, and A columns who scored in Level Test math goal ranges described at left.)

ALT Ranges Nums/Rels	Proficiency Data Collection Spring 1997-Nums/Rels			
	Prebasic (PB)	Basic (B)	Proficient (P)	Advanced (A)
LO	95	73	28	5
AV	5	24	52	32
HI	0	3	20	63

Percentages rounded to the nearest whole number

ALT Ranges Geometry	Proficiency Data Collection Spring 1997-Geometry			
	Prebasic (PB)	Basic (B)	Proficient (P)	Advanced (A)
LO	78	46	16	1
AV	22	32	34	14
HI	0	22	50	85

Percentages rounded to the nearest whole number

ALT Ranges Statistics	Proficiency Data Collection Spring 1997-Statistics			
	Prebasic (PB)	Basic (B)	Proficient (P)	Advanced (A)
LO	70	32	10	0
AV	19	42	30	13
HI	11	26	60	87

Percentages rounded to the nearest whole number

ALT Ranges* Algebra&Patterns	Proficiency Data Collection Spring 1997-Algebra/Patts			
	Prebasic (PB)	Basic (B)	Proficient (P)	Advanced (A)
(*Average Percent of Students in Algebra + Patterns Goal Ranges on the ALT)				
LO	83*	50*	19*	3*
AV	14*	34*	32*	9*
HI	3*	16*	49*	88*

Percentages rounded to the nearest whole number

District Achievement Level Test (ALT) Results

DISTRICT SUMMARY RESULTS
Spring Proficiency Data Collection merged with Level Test Results: *MATH*

Grade 5 Spring Proficiency Data Collection merged with Grade 5 Spring Level Test

(Numbers represent % of students in PB, B, P, and A columns who scored in Level Test math goal ranges described at left.)

ALT Ranges Nums/Rels	Proficiency Data Collection Spring 1997-Nums/Rels			
	Prebasic (PB)	Basic (B)	Proficient (P)	Advanced (A)
LO	78	49	10	1
AV	15	40	34	5
HI	7	11	57	95

Percentages rounded to the nearest whole number

ALT Ranges Geometry	Proficiency Data Collection Spring 1997-Geometry			
	Prebasic (PB)	Basic (B)	Proficient (P)	Advanced (A)
LO	62	39	7	1
AV	33	47	35	7
HI	5	14	57	92

Percentages rounded to the nearest whole number

ALT Ranges Statistics	Proficiency Data Collection Spring 1997-Statistics			
	Prebasic (PB)	Basic (B)	Proficient (P)	Advanced (A)
LO	61	23	6	1
AV	32	47	35	9
HI	7	29	59	90

Percentages rounded to the nearest whole number

ALT Ranges* Algebra&Patterns	Proficiency Data Collection Spring 1997-Algebra/Patts			
	Prebasic (PB)	Basic (B)	Proficient (P)	Advanced (A)
(*Average Percent of Students in Algebra + Patterns Goal Ranges on the ALT)				
LO	62*	33*	7*	0*
AV	29*	40*	24*	5*
HI	10*	26*	69*	95*

Percentages rounded to the nearest whole number

GRADE 6 READING MULTIPLE VALIDATIONS
Supporting Teacher Ratings of Student Proficiency School Year 1997-98

Performance Levels:
The terms *Prebasic, Basic, Proficient*, and *Advanced* to describe a student's **overall** competence in an area like math or reading. However, a student's performance on any **one** assessment or demonstration may not always fall clearly into one of these four levels. The graphs include overlapping shaded areas that accommodate scores and demonstrations that fall "in between." **PB**=*PREBASIC* **B**=*BASIC* **P**=*PROFICIENT* **A**=*ADVANCED*

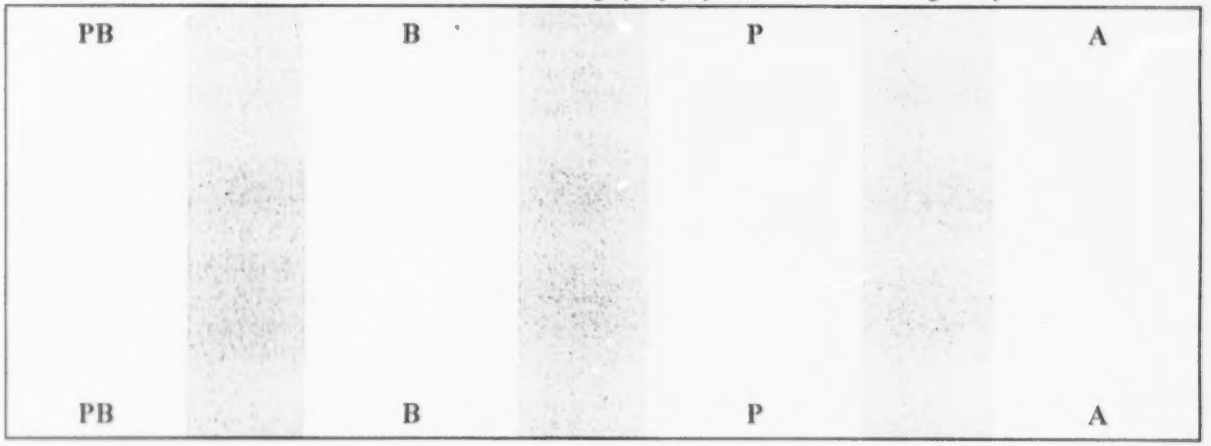
DRAFT

Performance/Demonstration
(List Here)

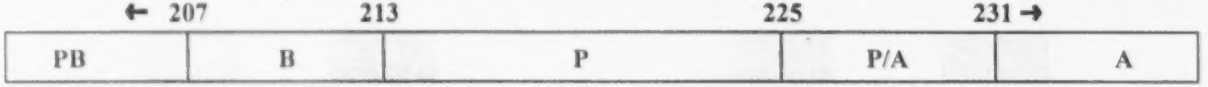
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CLASSROOM DEMONSTRATIONS

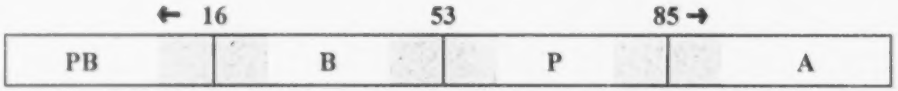
Label each demonstration on lines to the left. On the graph, plot performance levels assigned by the teacher.



Achievement Level Test (ALT) Reading RIT Score Ranges* Spring 1998
*From the teacher's guide *Reading the Alpha/Goal Class Report 1997-98.* Please take into account an error range of + or - approximately 2 RIT points. If a student scores a 213, her score range is between about 211 - 215, and overlaps the high end of the Basic range and the low end of the Proficient range.



Iowa Tests of Basic Skills (ITBS) Reading Comprehension Percentile Rank Ranges* Fall 1997
*From suggestions in *National Standard Setting for the Iowa Tests, Summer 1996.* Please take into account an error range of + or - approximately 8 percentile ranks. If a student's percentile rank score is 50, his score range is about 42-58, and overlaps the high end of the Basic range and the low end of the Proficient range.



ATTACHMENT 6

GRADE 7 READING MULTIPLE VALIDATIONS
Supporting Teacher Ratings of Student Proficiency School Year 1997-98

Performance Levels:
The terms *Prebasic, Basic, Proficient*, and *Advanced* to describe a student's **overall** competence in an area like math or reading. However, a student's performance on any **one** assessment or demonstration may not always fall clearly into one of these four levels. The graphs include overlapping shaded areas that accommodate scores and demonstrations that fall "in between." **PB**=*PREBASIC* **B**=*BASIC* **P**=*PROFICIENT* **A**=*ADVANCED*

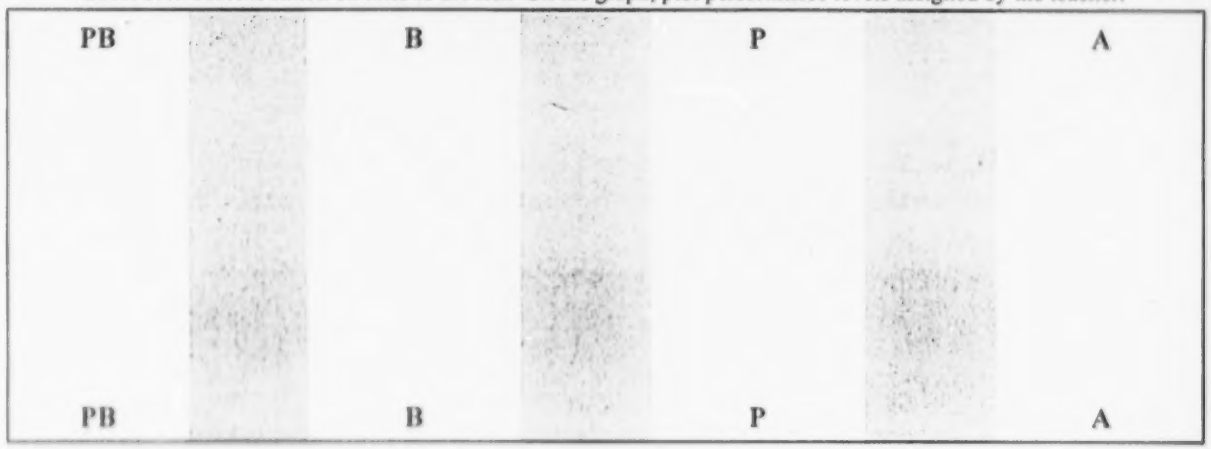
DRAFT

Performance/Demonstration
(List Here)

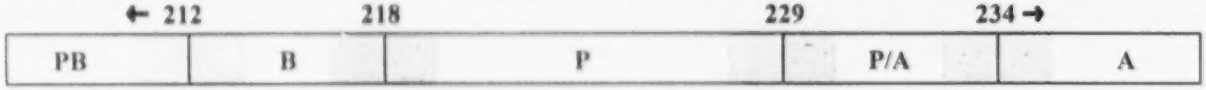
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CLASSROOM DEMONSTRATIONS

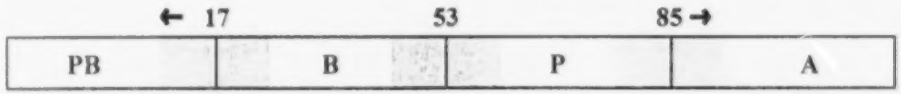
Label each demonstration on lines to the left. On the graph, plot performance levels assigned by the teacher.



Achievement Level Test (ALT) Reading RIT Score Ranges* Spring 1998
*From the teacher's guide *Reading the Alpha/Goal Class Report 1997-98.* Please take into account an error range of + or - approximately 2 RIT points. If a student scores a 218, her score range is between about 216 - 220, and overlaps the high end of the Basic range and the low end of the Proficient range.



Iowa Tests of Basic Skills (ITBS) Reading Comprehension Percentile Rank Ranges* Fall 1997
*From suggestions in *National Standard Setting for the Iowa Tests, Summer 1996.* Please take into account an error range of + or - approximately 8 percentile ranks. If a student's percentile rank score is 50, his score range is about 42-58, and overlaps the high end of the Basic range and the low end of the Proficient range.



GRADE 8 READING MULTIPLE VALIDATIONS
Supporting Teacher Ratings of Student Proficiency School Year 1997-98

Performance Levels:
The terms *Prebasic, Basic, Proficient*, and *Advanced* to describe a student's **overall** competence in an area like math or reading. However, a student's performance on any **one** assessment or demonstration may not always fall clearly into one of these four levels. The graphs include overlapping shaded areas that accommodate scores and demonstrations that fall "in between." **PB**=*PREBASIC* **B**=*BASIC* **P**=*PROFICIENT* **A**=*ADVANCED*

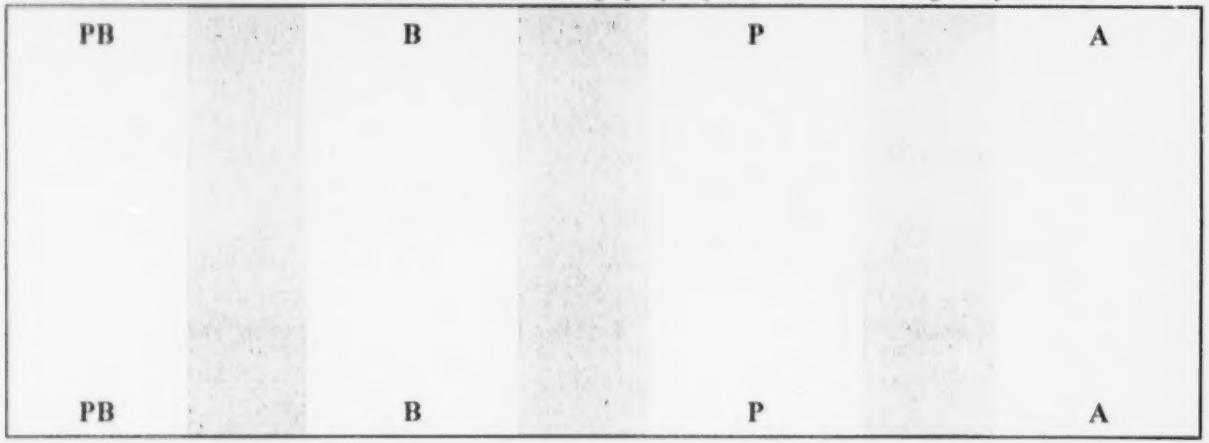
DRAFT

Performance/Demonstration
(List Here)

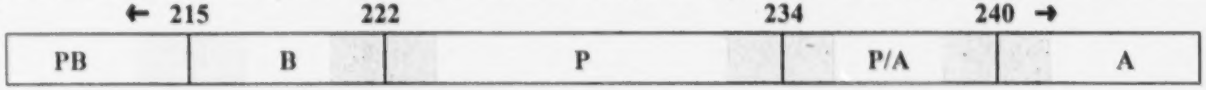
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CLASSROOM DEMONSTRATIONS

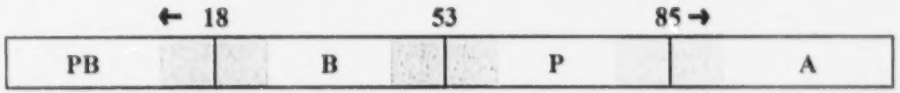
Label each demonstration on lines to the left. On the graph, plot performance levels assigned by the teacher.



Achievement Level Test (ALT) Reading RIT Score Ranges* Spring 1998
*From the teacher's guide *Reading the Alpha/Goal Class Report 1997-98.* Please take into account an error range of + or - approximately 2 RIT points. If a student scores a 222, her score range is between about 220 - 224, and overlaps the high end of the Basic range and the low end of the Proficient range.



Iowa Tests of Basic Skills (ITBS) Reading Comprehension Percentile Rank Ranges* Fall 1997
*From suggestions in *National Standard Setting for the Iowa Tests, Summer 1996.* Please take into account an error range of + or - approximately 8 percentile ranks. If a student's percentile rank score is 50, his score range is about 42-58, and overlaps the high end of the Basic range and the low end of the Proficient range.



Proposed District Assessment Schedule by Season
1998 - 99

ATTACHMENT 7

GRADE	FALL	MID-YEAR	SPRING
1			Proficiency Data Collection
2			ALT (Reading) CogAT*
3	Written Retell IRI (PreBasic & Basic only) CogAT (nonpilot schools)*		ITBS CSAP-Reading Proficiency Data Collection
4	Writing Pretest		ITBS CSAP-Reading, Writing
5	ALT (Reading, Language, Math) Math Constructed Response Test		ALT (Reading, Language, Math [math in 98-99 only]) CSAP-Math Proficiency Data Collection
6	ITBS ALT (Science)		ALT (Reading, Language, Math, Science) Proficiency Data Collection
7	ITBS	MS Writing Assess.	ALT (Reading, Language, Math, Science) Math Constructed Response Test Proficiency Data Collection
8	ITBS		ALT (Reading, Language, Math, Science) Reading Performance Test Proficiency Data Collection [1999-00: CSAP -Math]
9	Nelson Denny*		Proficiency Data Collection ALT (Science)
10	PLAN		Proficiency Data Collection
11	ACT / SAT	ACT / SAT Nelson Denny*	ACT / SAT HS Writing Assess. Proficiency Data Collection
12	ACT / SAT	ACT / SAT	ACT / SAT Proficiency Data Collection

draft

[*NOTE:* If House Bill 98-1267 is enacted, CSAP would include Grade 5 Math in fall (not spring) and Grade 7 Reading & Writing in spring, in addition to Grade 3 Reading and Grade 4 Reading & Writing.]

All optional testing requires discussion with and approval by the Executive Director for the school.

* *CogAT & Nelson Denny*: Individual results, but no district or school summary

ITBS: Iowa Tests of Basic Skills *ALT:* Achievement Level Tests
SAT / ACT: college entrance exams *PLAN:* pre-ACT test *CogAT:* Cognitive Abilities Test

Administration Time

CSAP: Gr 3: 2 hours Gr 4: 6 hours Gr 5: 4-6 hours
ITBS: 5 hours **PLAN:** 3 hours **Nelson-Denny:** 1-2 hours
ALT: 1 hour/area tested **CogAT:** 1.5-2.5 hours
MSWA: 2-3 hours **HSWA:** 2-3 hours
ACT/SAT: 4 hours (not during regular school hours)

2/4/98 [tests\plans\cap9899]